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ABSTRACT

To evaluate the 1987 Compensatory Language Experiences and Reading (CLEAR)-Reading Recovery Summer Project undertaken in the Columbus, Ohio Public Schools, data on reading improvement of 59 first grade pupils from Douglas Alternative School were collected. The objective of the 5-week, 3-hour-per-day-program was to give students enough instruction to allow them to be moved from the CLEAR project to normal classroom settings without further individualized help. A total of 12 teachers were involved in the Summer Project, which featured 30-minute, one-on-one lessons during which pupils were engaged in a variety of instructional activities, such as reading and rereading books, writing and reading their own stories, and analyzing letters and sounds in words. The remainder of the time was spent on group activities. Student achievement was measured, using a CLEAR-Reading Recovery data form, and results indicated that of students who had good attendance records, 50% were discontinued from the program. Although these results were below the 75% target discontinuation figure, students overall showed an average of five Text Reading Levels of improvement. Results suggest that low attendance rates posed a major problem for the program, and suggestions are given for improving attendance. (SKC)

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Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
CLEAR-READING RECOVERY SUMMER PROJECT
SUMMER 1987

September 1987

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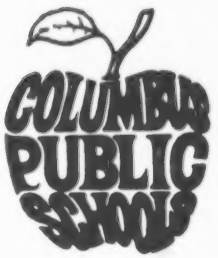

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Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
CLEAR-READING RECOVERY SUMMER PROJECT
SUMMER 1987

ABSTRACT

Program Description: The CLEAR-Reading Recovery Summer Project was a continuation of the regular Reading Recovery Project conducted during the 1986-87 school year. Funding for the Summer Project was made available through the Education Consolidation and Improvement Act-Chapter 1.

The Summer Project served 59 pupils. These pupils were selected from the 335 pupils who were served during the regular school year. These 59 pupils were selected because they had not received enough service to be discontinued from the project provided during the regular school year.

The Summer Project was conducted at Douglas Alternative School. Project pupils were provided transportation to and from Douglas from sites near their homes. A total of 12 teachers were involved in the project. Ten of these teachers provided individual Reading Recovery lessons and the remaining two teachers provided supportive reading and writing activities with the whole group of pupils.

Time Interval: The Summer Project ran from June 22nd through July 24th, a span of 24 project days. The 5-week project was scheduled daily from 8:30 A.M. to 11:30 A.M.

Activities: The Summer Project featured 30-minute, one-to-one lessons, during which pupils were engaged in a variety of instructional activities, such as reading and re-reading books while the teachers maintained a running record of their strategies and mistakes, writing and reading their own stories, letter identification, and sound analysis of words. For the rest of the time the pupils worked in a group and continued to have reading and writing activities that served the purpose of support and reinforcement.

Achievement Objective: Pupils who attended regularly were expected to have received enough instruction to be discontinued from the program. Discontinued pupils were those who successfully completed the program by mastering predetermined levels on six diagnostic measures. They would then be able to work in the normal classroom setting without further need of individual help so far as reading was concerned.

Evaluation Design: The evaluation objective was that 75% of the pupils who received at least 18 lessons during the program would be discontinued from the program. The CLEAR-Reading Recovery Data Form was the instrument used for data collection. Frequency distributions regarding attendance, diagnostic measures, and discontinued status were analyzed. The discontinuation criteria were based on results on six diagnostic assessments, namely, Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Dictation, and Text Reading Level.

Major Findings: Of the 59 pupils enrolled in the project, 36 (61%) attended at least 75% of the 24 project days. Eight pupils attended all 24 days, while five pupils did not attend any of the days. The average attendance per pupil was 16.1 days. The average number of lessons per pupil was 15.0. Of the 59 pupils, 26 (44%) received 18 or more lessons. These figures indicate that pupil attendance was a constraint to reaching project goals.

The project evaluation sample was composed of 26 pupils who either had received at least 18 lessons or had been discontinued. In addition, the pupils had to have exit diagnostic scores so that the pupil's discontinued status could be determined. Of the 26 pupils in the evaluation sample, 13 (50%) were discontinued. Thus, despite evidence of pupil improvement obtained from the diagnostic measures, the evaluation criteria of 75% was not met.

The average change score was positive for each of the six measures in the Diagnostic Survey. The discontinued pupils showed a more positive average change on each measure than did the pupils who were not discontinued. Overall, pupils in the evaluation sample tended to be about five Text Reading Levels higher on the exit test. While it is not possible at this time to give an exact interpretation of the meaning of this change, the change does seem to indicate improvement.

Recommendations: First, provide more project planning time. Second, review pupil selection methods. Third, explore methods of improving pupil attendance. Fourth, pupils who were retained in first grade at the end of the school year, but subsequently promoted because they were discontinued in the Summer Project, should be carefully monitored during the 1987-88 school year.

The project staff is to be commended for their many efforts to make the project a success. Special efforts were made to overcome the problem of poor pupil attendance. Many phone calls and some home visits were made in this regard.

Education Consolidation and Improvement Act - Chapter 1

FINAL EVALUATION REPORT
LANGUAGE DEVELOPMENT COMPONENT
CLEAR-READING RECOVERY SUMMER PROJECT
SUMMER 1987

September 1987

Introduction

The Compensatory Language Experiences and Reading (CLEAR) Summer Reading Recovery Project was a continuation of the program offered during the regular school year in the Columbus Public Schools. Its purpose was to continue to provide early intervention to underachieving first-graders who experienced difficulties in learning to read. Individualized one-to-one lessons were offered by specially trained teachers for a duration of 30-minutes per lesson. The primary goal was to help reduce reading failure and facilitate the underachievers to become independent proficient readers.

The participants for the Reading Recovery Project in the regular school year were selected based on low diagnostic test scores. At the beginning of the school year, a Diagnostic Survey of reading and writing tests was administered to selected first-grade pupils. The Diagnostic Survey consists of the following six measures: Letter Identification, Word Test, Concepts About Print, Writing Vocabulary, Dictation, and Text Reading Level. Pupils with low diagnostic test scores were selected for the Reading Recovery Project. For the 1986-87 school year, a total of 335 pupils were in the project. Of this number, 59 pupils were selected for service in the Summer Project as described below.

Project Description

Pupil Selection Criteria

Of the 335 pupils served in the regular year project, 135 were discontinued. Those who remained became the candidates eligible for receiving extra instruction during the Summer Project. In the light of their performances in the regular program, 59 pupils who were considered capable of becoming successful independent readers should they receive more lessons were identified from the candidates. They subsequently were enrolled in the 24-day Summer Project which started June 22nd and ran through July 24th.

Instructional Program

The project was scheduled daily from 8:30 A.M. to 11:30 A.M. at Douglas Alternative School. Transportation was provided to the above mentioned school. A total of 12 teachers were involved, of whom 10 were responsible for individual Reading Recovery instructional lessons and the other two for holding reading activities for the whole group of pupils.

Typically, a pupil in the Summer Project spent about the first two days "Roaming In the Known". During this time, the Reading Recovery teacher established rapport with the pupil and allowed opportunities for the pupil to use strategies he/she already acquired in meaningful reading and writing activities.

Afterward, the pupil was ready for the Reading Recovery lessons. A typical 30-minute lesson consisted of most or all of the following tasks:

1. Each pupil selected two or more familiar books and read them to the teacher. These books were usually those the pupil had encountered in the previous lesson.

2. The teacher recorded the book being read and made careful observation of the way the pupil read the book. Many structure, meaning, and visual cues were analyzed to determine if the cues were used or neglected by the pupil. Each day the teacher recorded the development of reading strategies by the pupil.

3. During letter identification, plastic letters were used on a magnetic board.

4. The pupil wrote a story with the teacher's help.

5. During sound analysis of words, the pupil was encouraged to say the word slowly and write what could be heard.

6. A cut-up story was rearranged by the pupil.

7. A new book was introduced by the teacher.

8. The new book was attempted by the pupil.

After the lesson, the pupil returned to the rest of the group and continued to have reading and writing activities that served the purpose of support and reinforcement. At the end of the day, the pupils were encouraged to take some books home to read and returned them the next day.

On the last two days of the program, diagnostic testing was conducted by the teacher which consisted of another round of measurements of the six assessments mentioned earlier. Any pupil who was judged by the teacher as having reached the predetermined levels on diagnostic measures and was considered capable of working independently in the normal classroom setting was recommended to be discontinued.

The Diagnostic Measures

Each pupil selected for the Summer Project entered with six diagnostic scores carried over from the 1986-87 regular program. At the end of the Summer Project, the same set of measures was again administered to determine progress with respect to reading and writing abilities. A description of each test is as follows:

Letter Identification: Each pupil was asked to identify both upper and lower case letters as well as conventional print for the letters "a" and "g", making a total of 54 different characters.

Word Test: Each pupil was asked to read a list of words that most frequently appeared in the basal reading system in the Columbus Public Schools. The maximum number of words to be identified in this test was 20 words.

Concepts About Print: Each pupil was questioned to see if they understood the basic concepts as to the ways to read a book; for example, from left to right or from right to left, recognize if a book was read upside down, etc. This test consisted of a total of 24 concepts about print.

Writing Vocabulary: Each pupil was asked to write down all the words they knew in 10 minutes, including their own names, and at times with prompts from the teacher.

Dictation: Each pupil was read a sentence comprised of 37 sounds and asked to write it down in words. It was scored by giving credit for every unit of sound correctly represented.

Text Reading Level: A series of books representative of what pupils would encounter in the regular school year were selected and assigned a reading level according to their difficulty. They together formed a gradient of text reading level with 30 levels. The highest level corresponded to the sixth grade level. Only the first 20 levels were used in the Summer Project.

Each pupil was asked to read stories while the teacher made a running record of reading behavior and calculated an accuracy level. So long as the pupil could manage at least 90% accuracy, the pupil could proceed on to the next higher level. Otherwise, the pupil stopped and the text reading score was the highest text level mastered with 90% accuracy.

Book Reading Level: In addition to the six diagnostic tests, records were kept on the entry and exit levels of the Reading Recovery books used for daily instruction. This procedure was similar to the Text Reading Level test above in terms of the adopted gradients and the progression of reading levels. However, the two procedures were comprised of different books. So far as the administering process was concerned, the teacher usually gave an introduction in the Book Reading Level portion of the instructional lesson to assist the pupil's understanding; whereas in the Text Reading Level test, either no introduction was given, or one or two statements were used to serve this purpose. The pupils achieved a higher Book Reading Level than Text Reading Level which was to be expected given the nature of the two procedures.

Evaluation Design

The evaluation objective of the Summer Project was as follows:

> Seventy-five percent (75%) of the pupils who received at least 18 lessons during the program will be discontinued by the end of the program.

All pupil data pertaining to the objective were recorded by the project staff on the locally constructed CLEAR-Reading Recovery Data Form. A sample of the form can be found in the Appendix.

Major Findings

Analyses of the pupil data included frequency distributions of pupil demographics, enrollment, number of summer lessons, number of pupils discontinued, and Diagnostic Survey measures.

Demographics

Of the 59 pupils served, 26 of them were female, representing 44% of the sample, while 33 were male, representing 56% of the sample. As for race, 27 of them were non-minority, accounting for 46% of the sample, while the rest were black, accounting for the remaining 54%.

Attendance Data

The average attendance per pupil was 16.1 days for the 24-day project. Of the 59 pupils, 36 (61%) attended at least 75% of the project days. Eight pupils attended all 24 days. Five pupils failed to attend any of the project days.

The average number of summer lessons per pupil was 15.0. The number of lessons ranged from seven pupils who received no lessons to one pupil who received 31 lessons. Of the seven pupils who received no lessons, five did not attend the Summer Project and the other two only took part in the "Roaming in the Known" lessons and did not return. Of the 59 pupils, 26 (44%) received 18 or more lessons.

Achievement of Evaluation Objective

To be included in the evaluation sample a pupil had to have received at least 18 lessons or had to have been discontinued prior to receiving 18 lessons. In addition, the pupil had to have exit diagnostic scores so that the pupils' discontinued status could be determined. Of the 59 project pupils, 26 pupils met the criteria above and were included in the evaluation sample. Of these 26 pupils, 13 (50%) were discontinued. Thus the 75% evaluation criteria was not met and the evaluation objective was not achieved. Of the six pupils who had at least 60 total lessons (regular year + summer), one was discontinued.

Diagnostic Test Results

Tables 1-3 contain entry and exit data for the six measures in the Diagnostic Survey plus the Reading Recovery Book Reading Levels. The entry data were collected in May as part of the posttest procedures for the regular year project. The exit data were collected at the end of the Summer Project.

Table 1 contains data for the 26 pupils in the evaluation sample. Table 2 contains data for the discontinued pupils in the evaluation sample. Table 3 contains data for the pupils in the evaluation sample who were not discontinued. Similar data for the other 30 project pupils are not reported because so few of them had exit scores (i.e., 6 pupils). Thus, their progress in the project is unknown.

For the evaluation sample, the average change score was positive for all seven measures. The 13 discontinued pupils showed a more positive average change on each measure than did the pupils who were not discontinued.

Of particular interest to project personnel were the changes in Text Reading Level. Figures 1-3 are crosstabulations that contain the number and percent of pupils who made various changes in Text Reading Level. Each cell in the figures gives the frequency (count), row percent, column percent, and total percent. The data in the figures show that two pupils had no change in Text Reading Level, while one pupil had a change of nine in Text Reading Level. Overall, pupils tended to be about five levels higher on the exit test. While it is not possible at this time to give an exact interpretation of the meaning of this change, the change does seem to indicate improvement.

Summary/Recommendations

A major goal of the Summer Project was to provide additional Reading Recovery lessons to pupils who had been identified for service in the project conducted during the regular school year. It was hoped that by providing a summer program, additional pupils could be discontinued (i.e., no longer need project service).

There were 59 pupils identified for the Summer Project. The average attendance for the 59 pupils was 16.1 days of the 24-day project. The average number of lessons provided per pupil in the Summer Project was 15.0.

The evaluation objective for the project was that at least 75% of the pupils who received 18 or more summer lessons would be discontinued. Of the 59 pupils, 26 (44%) received at least 18 lessons (or were discontinued prior to 18 lessons) and had both entry and exit Diagnostic Survey scores. Of the 26 pupils, 13 (50%) were discontinued. Thus, the objective was not achieved.

While the evaluation objective was not achieved, the 26 pupils did show growth on all six measures of the Diagnostic Survey. Of particular interest was the gain in Text Reading Level. Overall, pupils tended to be about five levels higher on the exit test. While it is not possible at this time to give an exact interpretation of the meaning of this change, the change does seem to indicate improvement.

Table 1

Summary of the Entry and Exit Measures of the Diagnostic Survey and Book Reading for the 26 Pupils in the Evaluation Sample

Diagnostic Measure	Entry					Exit					Change	
	Min.	Max.	Med.	Mean*	S.D.*	Min.	Max.	Med.	Mean*	S.D.*	Mean*	S.D.*
Letter Identification (Max. 54 letters)	46	54	52.0	51.5	2.1	43	54	53.0	51.7	2.6	0.2	2.6
Word Test (Max. 20 words)	8	19	14.0	13.1	3.2	5	20	15.5	14.9	3.8	1.8	3.2
Concepts About Print (Max. 24 concepts)	11	19	15.5	15.2	2.4	9	20	17.5	17.0	2.8	1.8	2.3
Writing Vocabulary (Max. Words in 10 Minutes)	10	58	29.0	30.1	12.6	8	71	31.5	31.6	13.9	1.5	12.9
Dictation (Max. 37 sounds)	14	37	29.0	27.5	6.8	18	37	32.5	30.5	5.4	3.1	5.4
Text Reading (Max. 20 levels)	2	8	5.0	5.2	1.7	5	16	8.5	8.8	2.7	3.6	2.3
Book Reading (Max. 20 levels)	4	16	8.5	9.0	3.2	8	20	14.0	14.1	3.0	5.0	2.8

*Use of this statistic assumes that the measure is an equal interval scale.

Table 2

Summary of the Entry and Exit Measures of the
Diagnostic Survey and Book Reading for the
13 Pupils Who Were Discontinued

Diagnostic Measure	Entry					Exit					Change	
	Min.	Max.	Med.	Mean*	S.D.*	Min.	Max.	Med.	Mean*	S.D.*	Mean*	S.D.*
Letter Identification (Max. 54 letters)	46	54	52	51.7	2.2	50	54	53.0	52.2	1.5	.5	2.7
Word Test (Max. 20 words)	8	19	14.0	14.2	3.1	10	20	16.0	16.2	2.8	2.0	3.2
Concepts About Print (Max. 24 concepts)	11	18	16.0	15.8	2.0	13	20	19.0	17.9	2.4	2.1	2.2
Writing Vocabulary (Max. Words in 10 Minutes)	24	58	34.0	36.3	10.4	24	71	36.0	39.5	12.9	3.2	13.1
Dictation (Max. 37 sounds)	14	37	31.0	29.8	6.4	28	37	33.0	33.0	2.7	3.2	5.2
Text Reading (Max. 20 levels)	4	8	6.0	6.3	1.5	8	16	9	10.5	2.4	4.2	2.6
Book Reading (Max. 20 levels)	5	16	10.0	10.9	3.6	14	20	16	15.9	1.7	5.0	2.9

*Use of this statistic assumes that the measure is an equal interval score.

Table 3

Summary of the Entry and Exit Measures of the Diagnostic Survey and Book Reading for the 13 Pupils Who Had At Least 18 Lessons But Were Not Discontinued

Diagnostic Measure	Entry					Exit					Change	
	Min.	Max.	Med.	Mean*	S.D.*	Min.	Max.	Med.	Mean*	S.D.*	Mean*	S.D.*
Letter Identification (Max. 54 letters)	47	54	52.0	51.2	2.1	43	54	53.0	51.2	3.3	-0.1	2.6
Word Test (Max. 20 words)	8	16	11	12.0	3.1	5	19	15.0	13.7	4.4	1.7	3.2
Concepts About Print (Max. 24 concepts)	11	19	15.0	14.6	2.7	9	20	17.0	16.1	2.9	1.5	2.5
Writing Vocabulary (Max. Words in 10 Minutes)	10	48	22.0	23.8	11.8	8	39	21	23.6	10.1	-0.2	13.0
Dictation (Max. 37 sounds)	14	35	25.0	25.2	6.6	18	35	28.0	28.1	6.4	2.9	5.9
Text Reading (Max. 20 levels)	2	5	5.0	4.2	1.1	5	9	8.0	7.1	1.5	2.9	1.8
Book Reading (Max. 20 levels)	4	9	8.0	7.3	1.6	8	18	12.0	12.2	3.0	4.9	2.9

*Use of this statistic assumes that the measure is an equal interval scale.

Crosstabulation of Extext = exit text reading level by Entext = entry text reading level

Extext	Count / Row Pct / Col Pct / Tot Pct	Entext 2	3	4	5	6	7	8	Row Total
5	1		1	2				4
	25.0		25.0	50.0				15.4
	100.0		33.3	16.7				
	3.8		3.8	7.7				
7		1						1
		100.0						3.8
		33.3						
		3.8						
8		1	1	6				8
		12.5	12.5	75.0				30.8
		33.3	33.3	50.0				
		3.8	3.8	23.1				
9		1		3	1		3	8
		12.5		37.5	12.5		37.5	30.8
		33.3		25.0	100.0		60.0	
		3.8		11.5	3.8		11.5	
12			1	1			1	3
			33.3	33.3			33.3	11.5
			33.3	8.3			20.0	
			3.8	3.8			3.8	
14							1	1
							100.0	3.8
							20.0	
							3.8	
16						1		1
						100.0		3.8
						100.0		
						3.8		
Column Total	1	3	3	12	1	1	5	26
	3.8	11.5	11.5	46.2	3.8	3.8	19.2	100.0

Figure 1. Crosstabulation of entry and exit Text Reading Level for the 26 pupils in the evaluation sample.

Crosstabulation of Extext = exit text reading level by Entext = entry text reading level

Extext	Count / Row Pct / Col Pct / Tot Pct	Entext 4	5	6	7	8	Row Total
8			1				1
			100.0				7.7
			20.0				
			7.7				
9			3	1		3	7
			42.9	14.3		42.9	53.8
			60.0	100.0		60.0	
			23.1	7.7		23.1	
12		1	1			1	3
		33.3	33.3			33.3	23.1
		100.0	20.0			20.0	
		7.7	7.7			7.7	
14						1	1
						100.0	7.7
						20.0	
						7.7	
16				1			1
				100.0			7.7
				100.0			
				7.7			
Column Total		1 7.7	5 38.5	1 7.7	1 7.7	5 38.5	13 100.0

Figure 2. Crosstabulation of entry and exit Text Reading Level for the 13 pupils who were discontinued.

Crosstabulation of

Extext = exit text reading level by Entext = entry text reading level

Extext	Count / Row Pct / Col Pct / Tot Pct	Entext 2	3	4	5	Row Total
5		1		1	2	4
		25.0		25.0	50.0	30.8
		100.0		50.0	28.6	
		7.7		7.7	15.4	
7			1			1
			100.0			7.7
			33.3			
			7.7			
8			1	1	5	7
			14.3	14.3	71.4	53.8
			33.3	50.0	71.4	
			7.7	7.7	38.5	
9			1			1
			100.0			7.7
			33.3			
			7.7			
Column Total		1	3	2	7	13
		7.7	23.1	15.4	53.8	100.0

Figure 3. Crosstabulation of entry and exit Text Reading Level for the 13 pupils who had at least 18 lessons but were not discontinued.

Pupil attendance was a major constraint to maximizing project impact. While pupil transportation was provided by the project, pupils had to get up early on summer days to catch the bus to the project site at Douglas Alternative School. The project staff is to be commended for their many efforts to improve pupil attendance. The teachers made many phone calls and some home visits to determine why pupils were not attending the project.

The following recommendations were developed from a review of the pupil data and from discussions with project personnel.

1. Given the resources needed to operate the project, assurance should be obtained from parents that their child will attend.

2. Prior to the project, talk with selected pupils to get an idea of whether or not they want to attend. Some explanation to the pupils about the advantages of attending would be helpful in this regard.

3. Consider establishing the project in more than one center based on pupil geographic location.

4. There was general agreement of project personnel that more time was needed to plan various components of the project including pupil selection.

5. Provide more books for pupils to take home to read and replenish those books that are damaged or lost as part of this process.

6. Pupils who were retained in first grade at the end of the school year, but subsequently promoted because they were discontinued in the Summer Project, should be carefully monitored during the 1987-88 school year.

Appendix

A Sample of the CLEAR
Reading Recovery Data Form

Columbus Public Schools
CHAPTER 1 CLEAR-READING RECOVERY
Summer 1987 Data Form

Pupil Name (Last, First) _____ Sex M F

Pupil Number _____

Birthdate _____

Reading Recovery Teacher _____

Parent Contact Dates _____

Street Address _____ City/State _____ Zip Code _____

Parent/Guardian _____

Home Telephone _____ Work Telephone _____

Test Data

	LI	Word Test	CAP	WV	DIC	Testing T Lev	%
Entry							
Exit							

RR Book Level

	Level	Title	% Acc
Entry			
Exit			

June 22	23	24	25	26
29	30	July 1	2	———
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24

CODE

K - In the Known
1-24 - Lesson number(s) each day
Blank - Attended class, no lesson
X - Absent from class and lesson

Enrollment 24

Attendance _____

In the Known _____

Summer Lessons _____

Total Lessons _____

End of Program Data

Date

Discontinued _____

End of Summer _____

Left Program _____